

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2018 Public Charter School Program Start-Up Grant</b>		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="text-align: right; font-size: small;"> RECEIVED  TEXAS EDUCATION AGENCY  7/21/16 2:04 PM  DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Grant Period</b>	August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.	
<b>Application deadline:</b>	5:00 p.m. Central Time, June 21, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, each copy with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
A+ Unlimited Potential	101871	A+ Unlimited Potential		
Vendor ID #	ESC Region #			DUNS #
101871	4			080005289
Mailing address		City	State	ZIP Code
2700 Southwest Freeway		Houston	TX	77098
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Paul	D	Castro	Superintendent	
Telephone #	Email address		FAX #	
713-204-3837	<a href="mailto:pcastro@aplusup.org">pcastro@aplusup.org</a>		281-840-5616	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Katherine		Smith	Director of Development	
Telephone #	Email address		FAX #	
832-519-9590	<a href="mailto:ksmith@houstonaplus.org">ksmith@houstonaplus.org</a>		281-840-5616	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Paul	D	Castro	Superintendent
Telephone #	Email address		FAX #
713-204-3837	<a href="mailto:pcastro@aplusup.org">pcastro@aplusup.org</a>		281-840-5616

Signature (blue ink preferred)

Date signed

6/20/2016

701-16-103-008

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>Either of the following: <ul style="list-style-type: none"> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval on or before December 16, 2015	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 25, 2015, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 25, 2015, must be submitted with the grant application. See <a href="http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/">http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/</a> .

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and</li> </ol>

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	<p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ol style="list-style-type: none"> <li>Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</li> </ol>

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<p>Changes on this page have been confirmed with:</p> <p>_____</p> <p>Via telephone/fax/email (circle as appropriate)</p>	<p>On this date:</p> <p>_____</p> <p>By TEA staff person:</p> <p>_____</p>

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

A+UP, also known as A+ Unlimited Potential, was founded in August 2013 as a lab school operated by Houston A+ Challenge, a Houston-based nonprofit with 19 years experience improving educational outcomes for students. Following three years of successfully operating the lab school, A+UP was authorized by the Texas Education Agency as a **Generation 20 open enrollment charter school** to serve up to 180 6<sup>th</sup> graders in fall 2016 across two campuses, ultimately serving 540 students in grades 6-8 across three campuses when fully enrolled.

The schools will draw students from an array of low to low-middle income neighborhoods currently served by Houston ISD, Alief ISD, Channelview ISD, Pasadena ISD and others. Location is a crucial piece of our strategic goals. Unlike many other charters that locate specifically within low-income neighborhoods to attract students, we plan to locate within the primary professional urban centers of Houston, which are all easily accessible via public transportation. **Our goal is to draw students out of their impoverished neighborhoods and into the vibrant urban centers just around the corner.** The Houston Museum District, the Texas Medical Center and the Houston Energy Corridor offer low-income students the experiences that will help them become comfortable in any academic or social setting.

It is our intent to recruit a **student body that is at least 70% economically disadvantaged, with approximately 45% of students being Hispanic, 35% African-American, 10% Caucasian, 5% Asian and 10% other. We also have goals to serve 15% English Language Learners and at least 8% students identified with special needs.**

A+UP is dramatically different from traditional middle schools. It is a vibrant and flexible learning community, designed for today's learners. The level of independent learning at A+ UP has proven to be effective for many students whose needs are not met in a traditional classroom setting. Resourcing their own learning with guidance from a *Learning Coach* allows students to work at their own pace like no traditional classroom can allow. Consistent and constant contact and interaction with online and community resources ensures students can deeply apply their content knowledge to real world situations. The result is measurable outcomes demonstrating accelerated growth.— **a rate averaging 1.5 years' growth per 12-month period, as measured by a nationally benchmarked exam such as NWEA's MAP**

**Our mission is to develop independent learners wholly prepared for lifelong success, and to exemplify excellence in student-centered teaching, personalized learning and authentic community engagement.** A+UP revisits the most basic assumptions about what a middle school looks like and how it operates, from the setting, to the curriculum, to the roles of students and teachers, to the use of time and technology. Unlike traditional public schools, where standardization and compliance prevail, A+UP tailors learning experiences and support to scholars' individual needs. The educational model for A+UP is based on an internally developed framework called *GREAT Personalized Learning*, which focuses on Growth, Relationships, Empowerment, Anytime/anywhere learning, and Technology:

- **Growth:** All A+UP students are expected to make at least 4.5 years' worth of growth in reading, writing, and math over their three years in the school. We also expect growth in personal attributes such as grit, curiosity, and social intelligence that have been found to be associated with success.<sup>1</sup>
- **Relationships:** Relationships are the foundation of our work. Rather than teachers, A+UP's work is guided by "learning coaches" who forge strong relationships with learners as well as with their families. Our learners also form strong bonds with each other as they collaborate together and exchange ideas and feedback on their work – much as professionals do in their work.
- **Empowerment:** A+UP's learners are empowered to manage their own work and to be self-directed. The learning platform allows students, parents, and learning coaches see how each learner is progressing and to work together to help learners achieve their goals. Furthermore, the learning coaches are empowered to make decisions that they feel are best for learners, and A+UP provides them with ample coaching and support.
- **Anytime, Anywhere Learning:** Instead of spending most of each day sitting in a classroom absorbing content

<sup>1</sup> See, for example, Paul Tough, *How Children Succeed*, 2012; also see Katherine Mangan, "Traits of the 'Get It Done' Personality: Laser Focus, Resilience, and True Grit," *Chronicle of Higher Education*, August 5, 2012.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

delivered by teachers, A+UP uses the community as its classroom. The lab school was situated in Houston's world-class Museum District, so learners draw on resources at the Museum of Fine Arts, Holocaust Museum, Children's Museum, Asia Society, Houston Zoo, and public library, among other places. Learners experience authentic learning every day as they move around in the community working on projects, talking with experts, and doing meaningful work. Other A+UP schools will be situated in other communities that also offer abundant learning resources.

- **Technology:** Technology is essential to the A+UP model, as it enables learners and learning coaches to communicate with each other, exchange information, monitor progress, and access resources. We use Schoology to post lessons, give learners a place to "convene," submit work, and share feedback.

As a result of this innovative framework, educational "delivery" in A+UP looks very different from what happens in most public schools, charter or traditional. Rather than adhering to rigid "seat time" requirements, A+UP students move through the **curriculum based on their demonstrated competency in specific skill areas**. This allows them to stretch much further academically than they would be able to do in a traditional classroom. Guided by learning coaches (expert teachers with subject matter expertise), students learn the Texas college-readiness curriculum through various types of in-person learning experiences in the community, complemented by a wealth of technology-based resources.

A+UP scholars learn to seek, evaluate, use, and build upon information from the world's rapidly multiplying sources; to solve problems with creative thought and multiple approaches; to communicate their ideas clearly in speech, writing, and visual media; to collaborate, empathize, wonder, hope, and persevere. Specifically, all scholars successfully completing the eighth grade at A+UP are expected to:

- Demonstrate at least 4.5 years' worth of growth in reading, writing, math, and problem-solving over the course of their 3 years in the school;
- Acquire crucial problem-solving skills essential for success in school and life;
- Develop important character attributes known to be associated with post-secondary success, such as grit and social intelligence resilience;<sup>2</sup>
- Be active members of their community; and
- Be proficient communicators who can use the spoken and written word to clearly articulate ideas to a variety of audiences.

In order to provide this type of learning to our Scholars, we will have to spend considerable time untraining and retraining our Learning Coaches. Visitors to our A+UP Lab school have often said that they would need to unlearn their training in order to be successful in our setting. **To do this, our Learning Coaches need time to become familiar with the TEKS across content areas and then specific and targeted coaching and feedback from experienced Learning Coaches and the superintendent. It will be critical for most of this work to happen during the launch summer as it will be needed knowledge and skills to be used on Day 1.**

<sup>2</sup> See, for example, Paul Tough, *How Children Succeed*, 2012; also see Katherine Mangan, "Traits of the 'Get It Done' Personality: Laser Focus, Resilience, and True Grit," *Chronicle of Higher Education*, August 5, 2012.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$109,816	\$208,903	\$318,720	\$109,816
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$106,600	136,600	30,000
Schedule #9	Supplies and Materials (6300)	6300	\$65,096	\$179,550	\$244,646	\$65,096
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$100,000	\$100,000	\$100,000
Grand total of budgeted costs (add all entries in each column):			<b>\$204,912</b>	<b>\$595,053</b>	<b>\$799,966</b>	<b>\$204,912</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implemen- tation Costs	Total Budgeted Costs	Pre- Award
Academic/Instructional								
1	Teacher		0	3	\$17,559	\$17,559	\$35,116	\$17,559
2	Educational aide		0	3	\$25,000	\$25,000	\$50,000	\$25,000
3	Tutor		0	0	\$0	\$0	\$0	\$0
Program Management and Administration								
4	Project director		0	1	\$12,875	\$12,875	\$25,750	\$12,875
5	Project coordinator		0	0	\$0	\$0	\$0	\$0
6	Teacher facilitator		0	0	\$0	\$0	\$0	\$0
7	Teacher supervisor		0	3	\$26,349	\$26,349	\$52,697	\$26,349
8	Secretary/administrative assistant		0	1	\$3,648	\$3,648	\$7,296	\$3,648
9	Data entry clerk		0	1	\$4,583	\$4,583	\$9,167	\$4,583
10	Grant accountant/bookkeeper		0	0	\$0	\$0	\$0	\$0
11	Evaluator/evaluation specialist		0	0	\$0	\$0	\$0	\$0
Auxiliary								
12	Counselor		0	0	\$0	\$0	\$0	\$0
13	Social worker		0	0	\$0	\$0	\$0	\$0
14	Community liaison/parent coordinator		0	0	\$0	\$0	\$0	\$0
Other Employee Positions								
15	Stipend/spot bonus pool		0	0	\$0	\$81,219	\$81,219	\$0
16	Title				\$	\$	\$	\$
17	Title				\$	\$	\$	\$
18	Subtotal employee costs:				\$0	\$81,219	\$81,219	\$0
Substitute, Extra-Duty Pay, Benefits Costs								
19	6112	Substitute pay			\$	\$	\$	\$
20	6119	Professional staff extra-duty pay			\$	\$	\$	\$
21	6121	Support staff extra-duty pay			\$	\$	\$	\$
22	6140	Employee benefits			\$19,801	\$37,612	\$57,474	\$19,801
23	61XX	Tuition remission (IHEs only)			\$	\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$19,801	\$37,612	\$57,474	\$19,801
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$109,816	\$208,903	\$318,720	\$109,816

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 101871			Amendment # (for amendments only):		
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
Professional and Contracted Services					
#	Description of Service and Purpose	Planning	Implementation	Grant Amount Budgeted	Pre-Award
1	Legal Services	\$0	\$16,000	\$16,000	\$0
2	Nurse Services	\$0	\$30,600	\$30,600	\$0
3	Student Recruitment	\$0	\$30,000	\$30,000	\$0
4	Professional Development for Teaching Assistants	\$10,000	\$10,000	\$20,000	\$10,000
5	Professional Development for Learning Coaches	\$10,000	\$10,000	\$20,000	\$10,000
6	Professional Development for Lead Learning Coaches	\$10,000	\$10,000	\$20,000	\$10,000
7		\$	\$	\$	\$
8		\$	\$	\$	\$
9		\$	\$	\$	\$
10		\$	\$	\$	\$
11		\$	\$	\$	\$
12		\$	\$	\$	\$
13		\$	\$	\$	\$
14		\$	\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		<b>\$30,000</b>	<b>\$106,600</b>	<b>\$136,600</b>	<b>\$30,000</b>
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, and b) Grand total</b>		<b>\$30,000</b>	<b>\$106,600</b>	<b>\$136,600</b>	<b>\$30,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101871		Amendment number (for amendments only):			
<b>Expense Item Description</b>		<b>Planning</b>	<b>Implement- ation</b>	<b>Grant Amount Budgeted</b>	<b>Pre- Award</b>
6300	Total supplies and materials that do not require specific approval:	\$65,096	\$179,550	\$244,646	\$65,096
<b>Grand total:</b>		<b>\$65,096</b>	<b>\$179,550</b>	<b>\$244,646</b>	<b>\$65,096</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>Detail of supplies and materials not requiring specific approval</b>				<b>Planning</b>	<b>Implementation</b>
Instructional supplies (student-chosen novels and other non-consumable instructional supplies)				\$17,496	\$31,590
Equipment/furniture				\$39,500	\$5,760
Student testing/assessment					\$27,000
Learning Coaches' computers	\$900	9		\$8,100	\$10,800
Student computers & computer maintenance	\$435	180			\$104,400
<b><i>SUBTOTAL</i></b>				<b><i>\$65,096</i></b>	<b><i>\$179,550</i></b>

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<b>Schedule #10—Other Operating Costs (6400)</b>					
County-District Number or Vendor ID: 101871		Amendment number (for amendments only):			
Expense Item Description		Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0	0	0	0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0	\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101871

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
<b>6669—Library Books and Media (capitalized and controlled by library)</b>							
1		N/A	N/A	\$	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>							
2	Technology infrastructure		\$0	\$0	\$100,000	\$100,000	\$0
3			\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
<b>66XX—Software, capitalized</b>							
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>							
19			\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$
21			\$	\$	\$	\$	\$
22			\$	\$	\$	\$	\$
23			\$	\$	\$	\$	\$
24			\$	\$	\$	\$	\$
25			\$	\$	\$	\$	\$
26			\$	\$	\$	\$	\$
27			\$	\$	\$	\$	\$
28			\$	\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>							
29				\$	\$	\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$100,000</b>	<b>\$100,000</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston A+UP was founded in August of 2013 as a lab school to test GREAT Personalized Learning by Houston A+ Challenge. Throughout its three year operation, served as a test environment for the Generation 20 open enrollment charter school called A+UP approved in December 2015. Due to the multiple years operating as a lab school, **A+UP had a rich data set to review while conducting the needs assessment** during the charter application, planning, and launch phases of the charter school.

**A+UP's systematic needs assessment process** focused on and emphasized our mission and learning framework, GREAT Personalized Learning (Growth focus, Relationship-based, Empowered students, parents and educators, Anytime Anywhere learning, Technology-enabled, Personalized Learning—utilizing learner profiles, learning plans and competency-based progression). We focused on the following types of data and data collection: Comprehensive review of state and local curriculum requirements, course credit requirements, and local goal areas

- Informal surveys/interviews with Learning Coaches, parents, and students
- Internal review of local student achievement data (on both STAAR and NWEA), state and local TAPR data, and high school readiness / admissions data
- Internal review of students' school-year and summer learning plans, gaps, and needs
- Discussions with surrounding area school leaders, instructional supervisors, teachers, and campus support staff
- Internal review of available funding sources (Federal, state, local/community, foundation)
- Informal review of existing inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.) and
- Lab school frequent observation

**Informed by this data, A+UP began forming a prioritized plan for each location** that will open in August 2016, with these components:

- Principal Learning Coach effectiveness, initial training, and ongoing professional development needs
- Learning Coach effectiveness, initial training, and ongoing professional development needs
- Identification, recruitment, placement, and retention of instructional staff
- Identification and access to instructional online resources to increase rigor and student personalization, including periodic curriculum reviews
- Regular and improved access to and use of student data
- Focused use of the school day, including extended learning time
- Degree and quality of family and community engagement and support and
- Overall school climate, including non-cognitive skills, discipline, safety and student, teacher, and parent satisfaction

All locations are prioritizing school climate, instructional staff training and ongoing professional development, identification and access to instructional online resources, as well as communications systems with parents. We are differentiating the prioritization of community engagement, access/advanced use of student data, and leveraging the extended day based on instructional staff's prior experience and the needs of each location.

This systematic and comprehensive needs assessment process revealed five specific needs common across the three campuses that, when addressed through the implementation of this grant program, will result in the successful launch of three A+UP campuses in August 2016, serving a diverse set of learners through our GREAT Personalized Learning model, ultimately developing independent learners wholly prepared for lifelong success as well as exemplifying excellence in student-centered teaching, personalized learning and authentic community engagement.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Creating competency-based personalized, TEKS-aligned lessons will require 2 months of planning with the entire Learning Coach academic team.	Two Learning Coaches will use time in August to build-out lessons in each core content area. These lessons will be loaded into the Learning Management System for A+UP.
2.	Creating student-driven school climate procedures that align to and improve students' non-cognitive skills, including, but not limited to, peer created norms and feedback loops takes time and needs to be highly customized for each school community.	Extra-duty time for Learning Coach team to meet together after school and on weekends to learn from each other how to coach Scholars using the A+UP methodology. They will share best practices in personalized learning that they have learned from the work throughout the year.
3.	Supporting instructional staff in their journey to GREAT Personalized Learning Coaches is highly customized for each adult learning and will require highly personalized professional development plans.	A+UP would have a part-time superintendent or a less-skilled full-time superintendent if implementing GREAT Personalized Learning were not so complex. To best support Learning Coaches, the superintendent must engage in much more complex and time-intensive professional development, including weekly one-on-one coaching sessions with each Learning Coach.
4.	Teachers from traditional schools may not have had experience facilitating students resourcing their own learning; guiding vs. instructing; and may be less comfortable with technology and students' chosen medium for presenting their learning objectives.	Learning Coaches will spend time in the summer before Year 1 becoming familiar with the Learning Management System. They will be required to build out lessons and get feedback from more experienced Learning Coaches and the superintendent.
5.	In order to successfully launch all three campuses, student recruitment, Learning Coach onboarding / training, and supplies/materials/equipment acquisition all must be equally prioritized simultaneously. This will require significant cash flow in advance of A+UP receiving its first per pupil allotment from the state.	A+UP will onboard and train a support team earlier than may otherwise be needed in order to support the launch of 2 school campus sites and the planning of a 3 <sup>rd</sup> site.  Additionally, start-up costs for launching school sites that currently do not have any instructional or technological supplies is capital-heavy.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	The superintendent should have experience managing a public school or system in the state of Texas and be certified.
2.	Principal Learning Coach	Each Principal Learning Coach should be certified to teach either math, reading or writing. Each should have demonstrated leadership within a school and be able to demonstrate coaching ability.
3.	Business Manager	A+UP is outsourcing back office support to JR-3, an experienced, Texas-based business management company that provides back office to many small charter school operators.
4.	PEIMS Coordinator	A+UP has hired an experienced PEIMS coordinator who has experience in PEIMS data collection and reporting when working in a Texas ISD school as school secretary.
5.	Learning Coach	Learning Coaches should be certified teachers who demonstrate content-specific mastery in a core content area. They should demonstrate an ability to build relationships with students.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By June 2016, 80% of A+UP students' performance on STAAR will exceed those of surrounding areas.	1 Learning Coaches have built out TEKS-aligned lessons in each core content area.	07/29/2016	10/01/2016
		2 Learning Coaches are proficient with the Learning Management Systems at A+UP, and can coach Scholars on the usage of the system.	07/29/2016	9/01/2016
		3 Scholars resource their own learning to TEKS-aligned outcomes.	08/22/2016	06/01/2018
		4 A+UP sixth grade students' exceed Houston ISD and state averages in Reading and Math in Spring 2017 and 2018; seventh grade will do the same in 2018.	09/01/2016	06/01/2018
2.	By June 2016, 80% of A+UP students will exceed the projected NWEA MAP growth targets.	1 100% of A+UP Scholars take NWEA MAP assessment to serve as baseline data.	08/22/2016	10/01/2016
		2 100% of A+UP Scholars have individual growth targets for each academic year.	10/01/2016	11/01/2016
		3 Learning Coaches receive training and feedback on how to maximize student growth using the GREAT Personalized Learning model and NWEA's Cartesian System.	07/29/2016	06/01/2018
		4 A+UP students exceed the projected NWEA MAP growth targets in Reading and Math by 125% each year, on average.	09/01/2016	06/01/2018
		5 At least 65% of all students meet or exceed their individual growth targets each year in Reading and Math.	09/01/2016	06/001/2018
3.	By September 2017, 100% of A+UP campuses have hit their enrollment targets.	1 Learning Coaches collaborate on how to coach Scholars on school climate procedures.	07/29/2016	10/01/2016
		2 A+UP Scholars utilize school climate systems to foster a positive and productive learning environment.	09/01/2016	06/01/2017
		3 80% of A+UP Scholars re-enroll for 2017-18; student recruitment for the 2 <sup>nd</sup> group of 6 <sup>th</sup> graders exceeds targets.	04/01/2017	06/01/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Performance feedback is a foundational belief for our school. Learning Coaches work as a cohesive team as they create and then execute on a shared vision for the curriculum, assessment, instruction, culture and community of the school. They contribute their expertise to the shared effort of teaching and learning with their team of scholars and coaches. They partner with other Learning Coaches to analyze student data, assess student needs, instruct students, monitor learning, provide feedback and assign interventions. The A+UP Superintendent provides ongoing monitoring around the implementation of GREAT Personalized Learning at each campus and for each student. This responsibility is executed through **regular and consistent feedback and a culture and system of continuous improvement.**

All faculty members will receive regular formative feedback on their planning and performance. Goals and the work that is driven by them will be aligned to GREAT Personalized Learning. Each Learning Coach will have a one-on-one (O-3) check-in every other week with their manager. For the first two years, the superintendent will be responsible for those O-3s. In Year 3 and subsequent years, the Principal Learning Coach of each campus will be responsible for them. The structure for those O-3s will be guided by the goals of the district and school. The running record of these meetings will be used as formative feedback for the Learning Coaches and later will inform their summative evaluations.

**Major Ongoing Continuous Improvement Tasks:**

- Involve all Learning Coaches in the planning process
- Implement a documented feedback system (outlined below)
- Finalize plan for monitoring (revisit quarterly)
- Conduct 6-week evaluations of academic performance using Interim Assessment (IA) process
- Collect student achievement data (STARR, EOC, NWEA, other)
- Analyze data and report to TEA in requested formats
- Review financial/cost/accounting procedures and complete interim reports

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+UP is committed to the **cost-effective implementation** of this and every project it undertakes in support of project sustainability and expansion. At all stages of implementation and management, the project will involve the Superintendent and the Finance Team who will collaboratively to identify existing and future sources of funding that will continue and sustain A+UP's three campuses.

Drawing on the expertise of the Websmart by JR3, A+UP commits to: 1) Complying with the supplement not supplant conditions of this grant program; 2) Coordinating the use of other federal, state, local, and private resources appropriately; 3) Maintaining fiduciary and financial responsibility for all grant activities; 4) Keeping accurate accounting data, records, and archiving of supporting documentation for all charges; 5) Requesting funds through the automated payment request systems; 6) Preparing and submitting written expenditure reports; 7) Certifying expenses are true, correct, and comply with procurement procedures; and 8) Classifying and reporting the accounting transactions properly.

**In addition to coordinating funding sources for the full and effective implementation of this grant, A+UP will add 7<sup>th</sup> grade in 2017-18, which will provide additional funding to be budgeted by LEA leaders.**

Furthermore, many of the priorities in this grant are designed to build staff capacity, which will support program sustainability by investing in the very Learning Coaches that will build A+UP. Through ongoing professional development for all instructional staff and an intentional fostering of positive school culture, this grant is demonstrating a strong commitment to the project participants which will, in turn, create a strong commitment to the project's continuation and ultimate success.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	A+UP students will exhibit annual growth as measured by NWEA MAP.	1.	A+UP Scholars will participate in the NWEA MAP assessment three times per academic year.
		2.	A+UP Scholars will have individual growth targets and review progress against those targets at least three times per year.
2.	A+UP students' average proficiency rates will meet or exceed the averages of surrounding areas in all tested subject areas starting with the Spring 2017 state tests.	1.	A+UP Scholars will participate in state mandated tests as required by law.
3.	A+UP reflects the diversity of the communities where campuses are located.	1.	A+UP's racial/ethnic and low SES makeup is reflective of each local community.
		2.	A+UP's special education percentage is at least equal to Houston ISD's special education percentage.
		3.	A+UP's English language learner percentage is at least equal to Houston ISD's English language learner percentage.
4.	A+UP builds and retains strong instructional staff.	1.	80% of Learning Coaches are retained September 2016-September 2017.
		2.	100% of Lead Learning Coaches are retained September 2016-September 2017.
5.	Parents are satisfied by A+UP's school quality.	1.	50% of parents complete the parent satisfaction survey.
		2.	85% of parents agree/strongly agree that A+UP is serving their student well.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To facilitate **data collection** throughout the project period, A+UP's PEIMS personnel will work with the Superintendent to carefully and thoroughly design a comprehensive schedule of data gathering that will facilitate project implementation and support project reporting.

The estimated **schedule of overall data collection** is as follows:

Data/Evaluation Type	Collection Schedule
Attendance	Daily
Grades	Daily, Weekly, Every 9 Weeks, Semester, Annually
Interim Assessments (IAs)	Every 6 weeks, district-wide
Demographics	Semi-annually
STARR/EOC benchmarks	Quarterly
STARR/EOC exams	Annually
Participation in professional development or coaching	As needed
Parent Satisfaction/school climate	At least semi-annually
Learning Coach Coach quality/effectiveness and retention	Semi-annually

**In addition to all of the above, A+UP agrees to comply with any evaluation requirements that may be established by TEA and will submit the evaluation reports in the format requested by the agency.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+ Unlimited Potential (A+UP) is an open enrollment charter school under Subchapter D and is authorized by the Commissioner of Education and the Texas Education Agency, subject to all rules and regulations of the agency and the Commissioner.

A+UP Board of Trustees has fiduciary responsibility for the school and are responsible for all matters of state and federal compliance. These duties include, but are not limited to, approval of an annual budget; approving expenditure of public funds; and commissioning and reviewing an annual audit. The A+UP Board of Trustees hires, fires and manages the A+UP Superintendent.

Board members will declare any known conflicts of interest in a notarized statement. Every effort will be made for there to be no conflicts of interest in the disbursement of any public funds. If, over time, and in compliance with state law, a sole provider reveals there is a conflict of interest with a Trustee, that Trustee will declare the conflict, remove him or herself from the meeting, and not vote on the contract.

The A+UP Board of Trustees will meet at least quarterly. They are currently scheduled to meet ten times per year in the first year of operation of the charter school. A+UP Board President will call meetings with a duly posted notice for an open meeting as is necessary for the successful operation of the school.

The A+UP Board of Trustees will hear any parent concerns and citizen complaints and will hear and decide any employee grievances elevated to their attention.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+UP is requesting support from the 2016-18 Public Charter School Start-Up Grant in order to support the opening of two campuses, serving 120 students in academic year 2016-17 and 270 students in academic year 2017-18. A+UP will ultimately grow to serve 540 students across three campuses when fully enrolled. Funds from this grant program will allow for the charter to achieve key goals in its efforts to launch its innovative model:

1. Attract and hire high-quality teachers as Learning Coaches.
2. Provide innovative and time-intensive professional development to its Learning Coaches
3. Provide high-quality and frequent support to Learning Coaches throughout Year 1.
4. Provide extra time for Learning Coaches to collaborate and share best practices during start-up Year 1.
5. Provide equipment and instructional materials for start-up.

After the establishment of the program, the budget has been built to provide an economy of scale that will allow the charter district to provide its innovative GREAT Personalized Learning program within the financial budget supported by state and federal funding. This is done through a system that has little overhead and utilizes outsourced services at a cost lower than supporting a full FTE. A+UP purposefully has structured its staffing model to limit administration overhead while maximizing high-quality talent in the classroom. Therefore, we will not carry high-cost administrators who take money out of the classroom in order to "support" the classroom.

At full enrollment, A+UP is financially sustainable on state and federal funding; the need for this initial funding is limited to the start up phase of the open enrollment charter school. If additional funding is needed, A+UP and its board of trustees is committed to either restructuring its financial model to accommodate its funding limits or raising capital to allow it to meet its funding needs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No waivers have been requested by A+UP.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+UP, a Generation 20 open-enrollment charter school, has been approved to serve 540 students in grades 6-8 when at full enrollment in a highly personalized and TEKS-aligned academic environment. However, until A+UP is fully enrolled in year three of operation, there is a funding gap between the per pupil allotment from state and federal sources and the cost to operate each campus.

During the initial implementation of A+UP, the primary needs focus on the ongoing training and professional development of A+UP's Learning Coaches in order for them to empower A+UP Scholars to build and maintain a positive and productive school climate that fosters student academic growth and increases non-cognitive skills.

**Usage of grant funds will align with the priorities identified during the needs assessment, ultimately increasing the number of charter school seats in the greater Houston area.**

Drawing on the expertise of the Websmart by JR3, A+UP commits to: 1) **Complying with the supplement not supplant conditions of this grant program;** 2) **Coordinating the use of other federal, state, local, and private resources appropriately;** 3) Maintaining fiduciary and financial responsibility for all grant activities; 4) Keeping accurate accounting data, records, and archiving of supporting documentation for all charges; 5) Requesting funds through the automated payment request systems; 6) Preparing and submitting written expenditure reports; 7) Certifying expenses are true, correct, and comply with procurement procedures; and 8) Classifying and reporting the accounting transactions properly.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Customizing the learning process to address students' individual needs, interests, and learning styles inspires them to be more engaged in school and ultimately helps them reach their full potential. As Robert Balfanz of Johns Hopkins University has emphasized, "Central to increasing the positive impact of the middle grades...is engaging students in the quest. Middle-grades students need to believe that hard work will bring life success, that positive behavior is recognized and desired, and that they need to invest their personal agency and apply effort to succeed."<sup>1</sup>

It is well known that children have different aptitudes as well as different experiences and prior knowledge. They learn at different paces and in different ways. In today's highly standardized school system, however, when a class or teacher is ready to move on to a new concept, all students have to move on, regardless of whether they have mastered the particular content being taught. Simultaneously, students who can master the content in less time are prevented from moving ahead.

Rather than be constrained by rigid scope and sequence requirements, A+UP scholars are able to move through the curriculum based on their demonstrated competency/mastery in specific skill areas, thereby stretching much further than they would be able to do in a traditional classroom. Technology is essential to this customization process as it provides flexibility and resources for scholars to be able to learn new content, practice skills, and move forward in accordance with their needs.

Our Learning Coaches have developed Learning Profiles and Personalized Learning Paths for each of our students in our A+UP Lab School, an expectation that will continue at A+UP charter school. Though the work has been challenging and humbling at times, the payoff has been tremendous. We know each scholar's strengths and interests. We push ownership to the learner and encourage them to demonstrate their learning in modalities that make sense to them. We are also experimenting with competency-based progression, which is a daunting challenge in a high-stakes environment. Because we have built on-going assessments with frequent feedback into our model, this is easier than it would be in a traditional classroom. Because individual advancement is embedded in our work, it is also visible every day. Visitors always comment their surprise at seeing students working on so many different assignments concurrently. Also embedded in our school's DNA is the idea of flexible learning environments. We believe that the world should be opened up to our learners and have built our plan to include partnerships and engagement with industry and arts centers across the city. We also are built to align our beliefs about empowerment into our staffing model. Our classroom instructors, the Learning Coaches, make decisions about their learners—how time will be spent and space used—every day.

A+UP will specifically target the communities it serves. The area around A+UP University is the historic Third Ward, the oldest African American community in Houston. We are housed inside Change Happens CDC, which specifically supports that community. Working in concert with their leadership, we will target recruitment to serve that surrounding community. A+UP Museum District is co-located at Houston Community College Central Campus, at the center of the rail system and near many businesses that have diverse employees. We have and will work with those community members to target their employees as a viable school for their children. It is also surrounded by communities that have been mis-served by their community schools. Our diverse faculty is committed to recruiting and serving a diverse population and targets community centers that serve those families.

<sup>1</sup> Robert Balfanz, *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief*, Everyone Graduates Center and Talent Development Middle Grades Program, National Middle School Association, June 2009.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+UP is a Generation 20 open-enrollment charter school, therefore this requirement is not applicable.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101871	Amendment # (for amendments only):
<p><b>Statutory Requirement 7:</b> Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district.</p> <p><b>Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.</b></p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>A+UP is a Generation 20 open-enrollment charter school, therefore this requirement is not applicable.</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A+UP is a Generation 20 open-enrollment charter school, therefore this requirement is not applicable.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								80	20	20					120
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

**Total Staff** 9**Total Parents** 220**Total Families** 110**Total Campuses** 2**TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School								170	50	50					270
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

**Total Staff** 17**Total Parents** 480**Total Families** 240**Total Campuses** 3**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101871

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrolment Charter School (TEC Subchapter D)								80	20	20					
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															

**TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	Houston ISD	Cullen Middle School	101 912 044
2.	Houston ISD	Gregory Lincoln Ed Center	101 912 058
3.	Houston ISD	Blackshear Elementary (6 <sup>th</sup> )	101 912 110
4.	Houston ISD	Deady Middle School	101 912 045
5.	Houston ISD	Attucks Middle School	101 912 041
6.			

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101871		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101871

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101871

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101871

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify) Provide services in accordance with Individual Education Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify) Provide services in accordance with Individual Education Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify) Provide services in accordance with Individual Education Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify) Provide services in accordance with Individual Education Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify) Provide services in accordance with Individual Education Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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